

**Library Media Curriculum**  
**Middle School (6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>)**  
**LOVE OF READING**

Standards	Learning Targets
<p><b><u>AASL:</u></b></p> <p><b>1.2.2</b> Demonstrate confidence and self-direction by making independent choices in the selection of resources and information</p> <p><b>1.2.6</b> Display emotional resilience by persisting in information searching despite challenges</p> <p><b>1.2.7</b> Display persistence by continuing to pursue information to gain a broad perspective</p> <p><b>2.4.3</b> Recognize new knowledge and understanding</p> <p><b>2.4.4</b> Develop directions for future investigations</p> <p><b>3.4.1</b> Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future</p> <p><b>4.1.1</b> Read, view, and listen for pleasure and personal growth</p> <p><b>4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading</p> <p><b>4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres</p> <p><b>4.1.4</b> Seek information for personal learning in a variety of formats and genres</p> <p><b>4.1.5</b> Connect ideas to own interests and previous knowledge and experience</p> <p><b>4.1.7</b> Use social networks and information tools to gather and share information</p> <p><b>4.1.8</b> Use creative and artistic formats to express personal learning</p> <p><b>4.2.1</b> Display curiosity by pursuing interests through multiple resources</p> <p><b>4.2.2</b> Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements</p> <p><b>4.2.4</b> Show and appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres</p> <p><b>4.3.3</b> Seek opportunities for pursuing personal and aesthetic growth</p> <p><b>4.4.1</b> Identify own areas of interest</p> <p><b>4.4.2</b> Recognize the limits of own personal knowledge</p> <p><b>4.4.3</b> Recognize how to focus efforts in personal learning</p> <p><b>4.4.6</b> Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs</p> <p><b><u>METS:</u></b></p> <p><b>6-8.TC.8</b> Discuss possible uses of technology to support personal pursuits and lifelong learning</p>	<ul style="list-style-type: none"> <li>• Use the research process as a launchpad for further investigation of topics of personal interest</li> <li>• Review prior knowledge and reflect on how ideas changed with more information</li> <li>• Form opinions and judgements backed up by supporting evidence</li> <li>• Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.</li> <li>• Refer to blogs, websites, best-selling lists, and other online and print resources that help guide literature sources</li> <li>• Evaluate grade appropriate quality literature</li> <li>• Identify genres of interest and describe their differences and similarities</li> <li>• Read from a variety of formats including digital and print resources</li> <li>• Explore new genres that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books)</li> <li>• Select resources on topics of interest at both a comfortable reading level and at higher levels of comprehension</li> </ul>
	<p style="text-align: center;"><b>Sample Resources and Assessments</b></p> <ul style="list-style-type: none"> <li>• Genre-focused interactive booktalks <ul style="list-style-type: none"> <li>o Science Fiction/Fantasy--<a href="#">Booktalk</a>, <a href="#">QR Code Game</a> / <a href="#">Tools</a></li> <li>o Historical Fiction--<a href="#">Booktalk</a></li> <li>o Award Winners--<a href="#">Booktalk</a>, <a href="#">Self-Guided QR Tour</a></li> <li>o Adventure/Mystery--<a href="#">Booktalk</a>, <a href="#">Peak Book Club</a></li> <li>o Two Books by the Same Author--<a href="#">Booktalk</a></li> </ul> </li> <li>• Student-created book trailers--<a href="#">Lesson/Reference</a></li> <li>• Red Carpet Event--<a href="#">Awards</a>, <a href="#">Paparazzi/Red Carpet Day</a></li> <li>• <a href="#">Ink!Day</a> (Choose Your Own Adventure Project)--<a href="#">Lesson</a>, <a href="#">Rubric</a></li> <li>• Historical Fiction Book Club</li> <li>• <a href="#">"Pandora" Book Selection Interactive</a></li> </ul>
	<p style="text-align: center;"><b>Exit Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Literature selection and evaluation</i> (exploration of library and digital collection and assignments used for evaluation)</li> <li>• <i>Genres</i> (exposure to library and digital collections -- fiction and nonfiction genres)</li> </ul>

**COMMON CORE:**

*Key Ideas and Details*

- **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements
- **RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
- **RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text
- **RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution
- **RL.7.3** Analyze how particular elements of a story or drama interact
- **RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

*Integration of Knowledge and Ideas*

- **RL.6.9** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics
- **RL.8.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new

*Range of Reading and Level of Text Complexity*

- **RL.6.10 / RL.7.10 / RL.8.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiency, with scaffolding as needed at the high end of the range

**Library Media Curriculum  
Middle School (6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>)  
INFORMATION LITERACY**

Standards	Learning Targets
<p><b>AASL:</b></p> <p><b>1.1.1</b> Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connections for using this process in own life</p> <p><b>1.1.2</b> Use prior and background knowledge as context for new learning</p> <p><b>1.1.3</b> Develop and refine a range of questions to frame the search for new understanding</p> <p><b>1.1.4</b> Find, evaluate, and select appropriate sources to answer questions</p> <p><b>1.1.5</b> Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context</p> <p><b>1.1.6</b> Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning</p> <p><b>1.1.7</b> Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias</p> <p><b>1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry</p> <p><b>1.1.9</b> Collaborate with others to broaden and deepen understanding</p> <p><b>1.2.1</b> Display initiative and engagement by posing questions and investigating beyond the collection of superficial facts</p> <p><b>1.2.3</b> Demonstrate creativity by using multiple resources and formats</p> <p><b>1.2.4</b> Maintain a critical stance by questioning the validity and accuracy of all information</p> <p><b>1.2.5</b> Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success</p> <p><b>1.3.1</b> Respect copyright/intellectual property rights of creators and producers</p> <p><b>1.3.2</b> Seek divergent perspectives during information gathering and assessment</p> <p><b>1.3.3</b> Follow ethical and legal guidelines in gathering and using information</p> <p><b>1.4.1</b> Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary</p> <p><b>1.4.2</b> Use interaction with and feedback from teachers and peers to guide own inquiry process</p> <p><b>1.4.3</b> Monitor gathered information, and assess for gaps or weaknesses</p> <p><b>1.4.4</b> Seek appropriate help when it is needed</p> <p><b>2.1.1</b> Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge</p> <p><b>2.1.2</b> Organize knowledge so that it is useful</p>	<ul style="list-style-type: none"> <li>● Identify the best reference tools and databases to use for research based on information need</li> <li>● Develop a research plan based on asking questions, investigating the answers, and developing new understandings (an inquiry-based approach)</li> <li>● Use research process to investigate ideas</li> <li>● Select and use grade-level appropriate print and electronic reference materials and teacher-selected websites to enhance research process</li> <li>● Locate specific information within print and electronic sources using variety of search engines and databases to access information</li> <li>● Use advanced search strategies (including Boolean searches) to locate resources to match/broaden/narrow research topic</li> <li>● Synthesize information to make personal meaning</li> <li>● Create new ideas/products as a result of the research process</li> <li>● Identify main ideas and find supporting examples, definitions, and details</li> <li>● Analyze different points of view discovered in different sources</li> <li>● Evaluate validity and accuracy of information</li> <li>● Determine patterns and discrepancies by comparing and combining information available in different sources</li> <li>● Draw conclusions based on explicit and implied information</li> <li>● Paying attention to copyright provisions, work in groups to import and manipulate pictures, images, and charts in documents, spreadsheets, presentations, web pages, and other creative products and presentations that effectively communicate new knowledge</li> <li>● Cite all sources using correct bibliographic format</li> <li>● Present conclusions and supporting facts in a variety of ways</li> <li>● Seek information from different sources to get balanced points of view</li> <li>● Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources</li> </ul>

**2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations

**2.1.4** Use technology and other information tools to analyze and organize information

**2.1.5** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

**2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings

**2.2.1** Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn

**2.2.2** Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence

**2.2.3** Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion

**2.2.4** Demonstrate personal productivity by completing products to express learning

**2.4.1** Determine how to act on information (accept, reject, modify)

**2.4.2** Reflect on systematic process, and assess for completeness of investigation

**2.4.3** Recognize new knowledge and understanding

**3.1.3** Use writing and speaking skills to communicate new understandings effectively

**3.1.6** Use information and technology ethically and responsibly

**3.3.4** Create products that apply to authentic, real-world contexts

**3.3.7** Respect the principles of intellectual freedom

**3.4.2** Assess the quality and effectiveness of the learning product

**4.1.6** Organize personal knowledge in a way that can be called upon easily

**4.2.3** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences

**4.3.2** Recognize that resources are created for a variety of purposes

**4.4.4** Interpret new information based on cultural and social context

**4.4.5** Develop personal criteria for gauging how effectively own ideas are expressed

#### **METS:**

**6-8.CI.1** Apply common software features to enhance communication with an audience and to support creativity

**6-8.CI.2** Create an original project using a variety of media to present content information to an audience

**6-8.CI.3** Illustrate a content-related concept using a model, simulation, or concept-mapping software

**6-8.RI.1** Use a variety of digital resources to locate information

## **Sample Resources and Assessments**

- [Values Research Project](#)
- [Online Research Tools Throwdown](#)
- Primary vs. Secondary Sources -- [Social Studies](#) and Journalism
- [Short Story Project](#)
- [Info Hunt--Shelf Detective](#)
- [Info Hunt--Atlases, Almanacs, & Library Catalog](#)
- Blended Learning Task #1--Web Searching--[Video](#) and [Assessment](#)
- Blended Learning Task #2--Web Evaluation--[Video](#) and [Assessment](#)
- Blended Learning Task #3--Databases--[Video](#) and [Assessment](#)
- [TRAILS--Tool for Real-time Assessment of Information Literacy Skills](#)
- Current Events -- Social Studies in the News
- Holocaust Nonfiction
- [Good Googling](#)

## **Exit Skills**

- *Information access* (introduction to media center collection as well as online resources)
- *Research planning* (topic development, identifying potential sources)
- *Search strategies* (web and print--includes electronic catalog, web searching, and databases)
- *Source Evaluation* (web and print)

**6-8.RI.2** Evaluate information from online information resources for accuracy and bias

**6-8.RI.3** Understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

**6-8.RI.4** Identify types of web sites based on their domain names

**COMMON CORE:**

*Key Ideas and Details*

- **RI.6.1 / RI.7.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- **RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

*Craft and Structure*

- **RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text
- **RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
- **RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints

*Integration of Knowledge and Ideas*

- **RI.6.7** Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue
- **RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
- **RI.8.7** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea

*Text Types and Purposes*

- **W.6.1 / W.7.1 / W.8.1** Write arguments to support claims with clear reasons and relevant evidence
- **W.6.2 / W.7.2 / W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

*Research to Build and Present Knowledge*

- **W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- **W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
- **W.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating

<p>additional related, focused questions that allow for multiple avenues of exploration</p> <ul style="list-style-type: none"> <li>● <b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</li> <li>● <b>W.7.8 / W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</li> <li>● <b>W.6.9 / W.7.9 / W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</li> </ul> <p><i>Presentation of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> <li>● <b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</li> <li>● <b>SL.7.4 / SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>	
---	--

**Library Media Curriculum  
Middle School (6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>)  
DIGITAL CITIZENSHIP**

Standards	Learning Targets
<p><b>AASL:</b></p> <p><b>1.1.9</b> Collaborate with others to broaden and deepen understanding</p> <p><b>1.3.1</b> Respect copyright/intellectual property rights of creators and producers</p> <p><b>1.3.3</b> Follow ethical and legal guidelines in gathering and using information</p> <p><b>1.3.4</b> Contribute to the exchange of ideas within the learning community</p> <p><b>1.3.5</b> Use information technology responsibly</p> <p><b>2.1.4</b> Use technology and other information tools to analyze and organize information</p> <p><b>2.1.6</b> Use the writing process, media and visual literacy, and technology skills to create products that express new understandings</p> <p><b>2.3.1</b> Connect understanding to the real world</p> <p><b>2.3.2</b> Consider diverse and global perspectives in drawing conclusions</p> <p><b>2.3.3</b> Use valid information and reasoned conclusions to make ethical decisions</p> <p><b>2.4.1</b> Determine how to act on information (accept, reject, modify)</p> <p><b>3.1.1</b> Conclude and inquiry-based research process by sharing new understandings and reflecting on the learning</p> <p><b>3.1.2</b> Participate and collaborate as members of a social and intellectual network of learners</p> <p><b>3.1.5</b> Connect learning to community issues</p> <p><b>3.1.6</b> Use information and technology ethically and responsibility</p> <p><b>3.2.1</b> Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations</p> <p><b>3.2.2</b> Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions</p> <p><b>3.2.3</b> Demonstrate teamwork by working productively with others</p> <p><b>3.3.1</b> Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community</p> <p><b>3.3.2</b> Respect the differing interests and experiences of others, and seek a variety of viewpoints</p> <p><b>3.3.3</b> Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern</p> <p><b>3.3.5</b> Contribute to the exchange of ideas within and beyond the learning community</p> <p><b>3.3.7</b> Respect the principles of intellectual freedom</p> <p><b>3.4.3</b> Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints</p> <p><b>4.1.2</b> Read widely and fluently to make connections with self, the world, and previous reading</p>	<ul style="list-style-type: none"> <li>● Respect copyright/intellectual property rights of content providers</li> <li>● Interact and collaborate with peers, experts, and others using technology to analyze and organize information</li> <li>● Work in groups to evaluate products and presentations</li> <li>● Recognize copyright law</li> <li>● Use citation tools to document quotations and cite sources using correct bibliographic formats</li> <li>● Identify consequences of plagiarism in school and beyond</li> <li>● Identify fair use</li> <li>● Use etiquette considering global audience when communicating digitally</li> <li>● Describe the concept of digital footprint</li> <li>● Practice responsible and ethical use of information resources, both in their own library and in other institutions.</li> <li>● Abide by by Acceptable Use Policy by accessing only appropriate information</li> <li>● Use social networking tools and learning management systems to responsibly and safely share information and ideas and to collaborate with others</li> </ul> <p><b>Sample Resources and Assessments</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Trillion Dollar Footprint Activity</a></li> <li>● <a href="#">Paraphrased vs. Plagiarized Activity</a></li> <li>● Blended Learning Task #4--Copyright--<a href="#">Video</a> and <a href="#">Assessment</a></li> <li>● <a href="#">InkleDay Peer Evaluations</a></li> </ul> <p><b>Exit Skills</b></p> <ul style="list-style-type: none"> <li>● <i>Copyright and Fair Use</i> (plagiarism)</li> <li>● <i>Online Etiquette</i> (digital footprint, appropriate communication)</li> </ul>

- 4.1.7** Use social networks and information tools to gather and share information
- 4.2.3** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences
- 4.3.1** Participate in the social exchange of ideas, both electronically and in person
- 4.3.4** Practice safe and ethical behaviors in personal electronic communication and interaction
- 4.4.5** Develop personal criteria for gauging how effectively own ideas are expressed

**METS:**

- 6-8.CC.1** Use digital resources (e.g. discussion groups, blogs, podcasts, video conferences, learning management systems) to collaborate with peers, experts, and other audiences
- 6-8.CC.2** Use collaborative digital tools to explore common curriculum content
- 6-8.CC.3** Identify effective uses of technology to support communication with peers, family, or school personnel
- 6-8.DC.1** Provide accurate citations when referencing information sources
- 6-8.DC.2** Discuss issues related to acceptable and responsible use of technology (e.g. privacy, security, copyright, plagiarism, viruses, file-sharing)
- 6-8.DC.3** Discuss the consequences related to unethical use of information and communication technologies
- 6-8.DC.5** Create media-rich presentations on the appropriate and ethical use of digital tools and resources
- 6-8.DC.6** Discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g. posting photos of risque poses or underage drinking, making threats to others)
- 6-8.DC.7** Describe the potential risks and dangers associated with online communications

**COMMON CORE:**

*Production and Distribution of Writing*

- **W.6.5 / W.7.5 / W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

*Presentation of Knowledge and Ideas*

- **SL.6.5** Include multimedia components and visual displays in presentations to clarify information
- **SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
- **SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest



**Library Media Curriculum  
Middle School (6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>)  
MEDIA TECHNOLOGY**

Standards	Learning Targets
<p><b>AASL:</b>  <b>1.1.8</b> Demonstrate mastery of technology tools for accessing information and pursuing inquiry  <b>1.2.3</b> Demonstrate creativity by using multiple resources and formats  <b>1.3.5</b> Use information technology responsibly  <b>2.1.4</b> Use technology and other information tools to analyze and organize information  <b>2.1.6</b> Use the writing process, media and visual literacy, and technology skills to create products that express new understandings  <b>3.1.4</b> Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess  <b>3.1.6</b> Use information and technology ethically and responsibly  <b>3.3.4</b> Create products that apply to authentic, real-world contexts  <b>4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres  <b>4.1.4</b> Seek information for personal learning in a variety of formats and genres  <b>4.1.7</b> Use social networks and information tools to gather and share information  <b>4.1.8</b> Use creative and artistic formats to express personal learning  <b>4.2.1</b> Display curiosity by pursuing interests through multiple resources  <b>4.2.2</b> Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements  <b>4.3.4</b> Practice safe and ethical behaviors in personal electronic communication and interaction</p> <p><b>METS:</b>  <b>6-8.CT.2</b> Evaluate available digital resources and select the most appropriate application to accomplish a specific task  <b>6-8.CT.3</b> Gather data, examine patterns, and apply information for decision making using available digital resources  <b>6-8.TC.3</b> Perform queries on existing databases  <b>6-8.TC.4</b> Know how to create and use various functions available in a database</p>	<ul style="list-style-type: none"> <li>• Explore and use tools to help with personal and collaborative organization of information for projects (calendars, brainstorming, collaboration tools/apps)</li> <li>• Identify and apply common productivity tools and features (menus, toolbars, etc.) to plan, create, and edit projects</li> <li>• Use collaborative electronic communications to explore, share, and publish with other learners around the world</li> <li>• Use interactive tools to exchange data collected, collaborate to design products or solve problems, and to develop products that clearly and coherently display new understanding</li> <li>• Experiment with various types of multimedia applications for artistic and personal expression</li> </ul>
	<p style="text-align: center;"><b>Sample Resources and Assessments</b></p> <ul style="list-style-type: none"> <li>• <a href="#">8th Grade History Blogging</a></li> <li>• <a href="#">InkleDay</a></li> <li>• Values Project</li> <li>• <a href="#">Anne Frank's Twitter Feed</a></li> <li>• Tech support for teacher projects in every discipline</li> </ul>
	<p style="text-align: center;"><b>Exit Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Collaborative tools</i> (for planning of work--calendars, social media, learning management systems, shared files/folders)</li> <li>• <i>Creative tools</i> (for creating and sharing content)</li> </ul>

**COMMON CORE:**

*Production and Distribution of Writing*

- **W.6.6** Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others
- **W.7.6** Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
- **W.8.6** Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others